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ABSTRACT

A team-teaching program in ninth-grade world history at the Acton-Boxborough Regional High School in Acton, Massachusetts, is described. Developed by the teachers who share the course, the program emphasizes flexibility in classroom arrangement and learning group size in order to serve the needs of individual students. The goals of the team program stress the effectiveness of allowing a variety of learning styles, development of individual skills relevant to the curriculum, and more efficient use of teachers' time and resources. For each of 12 units, the objectives, class schedule, and required materials are described. Content ranges from primitive societies through the Renaissance to postindustrial change, nationalism, and internationalism. Interesting teaching ideas include the study of archaeological site diagrams, comparison of 1970 U.S. statistics with characteristics of the late Roman Empire, and mapping of the classroom in order to comprehend the technical problems encountered by explorers during the Age of Discovery. Course materials include films, filmstrips, slides, audio- and videotapes, photos and art prints, and a reading list. (AV)

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TEAM PROGRAM IN WORLD HISTORY

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL

Acton, Mass.

SP009 393

Course Description

by

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June, 1976

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WORLD HISTORY TEAM PROGRAM

COURSE DESCRIPTION

The course in World History is the first of a three year sequence of courses normally required of all students at ABRHS. Usually students take World History in grade nine followed by a two year program in United States History and Government. For upper classmen, a variety of elective courses are also available.

It is recognized at the outset of the World History course that it is not really possible to trace human development from prehistoric times to the present in one year with any high degree of depth or detail. It is also recognized that in this course, as in most so-called "World History" courses, human development is being examined primarily from the viewpoint of the rise of western civilization. Only secondary consideration is given to the development of culture in non-Western areas of the world.

In spite of these shortcomings, the course has been included as part of the program because there is value in taking a broad view of human development, especially when such a survey serves as a foundation for more specialized courses taken in the upper grades. A survey does not necessarily have to be shallow. By giving thoughtful consideration to the goals of the course, specific patterns, themes, and concepts can be singled out for emphasis; and degrees of understanding can be achieved which would not be possible in a course which is less ambitious in scope.

While it is hoped that students will leave the course retaining a good deal of basic information about world history, this goal is not achieved simply by plodding chapter-by-chapter through the textbook giving periodic tests in which students indicate their ability to memorize a mass of names, places, dates, and other items of information to simply be forgotten again within a few weeks or months. Great effort has been made in the design and teaching of this course to assure that students will go beyond the stage of information acquisition to higher levels of conceptual understanding.

The "team program" is under the direction of three teachers who share responsibility for all classes enrolled in the program. By working together, it is possible for these teachers to be more flexible in the use of their time and to avoid unnecessary repetition of effort, thus devoting more time and attention to the special needs of individual students. Team courses are taught in a large open space instructional area with portable dividers which are used very frequently to reapportion space according to the types of educational activities going on. Depending on the purposes, students in the team program at any given time may be working as individuals, as part of a small group, in a normal-sized class, or in a group as large as three normal-sized classes.

Within the team program there are classes of students which have been designated as "average" or "above average" sections. In most activities, these sections work together in the team program with some differentiation provided in terms of assignments, reading materials, and tests. Among the "average" students there are typically some who have learning problems of one kind or another, and special consideration is also made for these students who frequently works separately from the rest of the team classes on learning activities that are appropriate to their special needs.

The general goals for the team program are the same as for all World History classes at ABRHS, although there are some special goals for the team program.

General Goals of World History

1. To develop an awareness of the growth of civilization through successive stages in which each level of development is the product or synthesis of what has gone before.

2. To create in the student a consciousness of people's ability to create or destroy, and thus within the limits imposed by nature to determine their own destiny.

3. To develop an appreciation of the characteristics of western culture politically, economically, and socially in contrast with other cultures and to understand the historical background of these characteristics.

4. To develop an appreciation for the contributions made by non-Western cultures to the development of western civilization and for the ways in which western civilization has influenced the development of areas outside of Europe and America.

5. To encourage students to give thoughtful consideration to various interpretations of human development or philosophies of history and to develop ideas of their own.

6. To provide the background by which students may draw parallels and recognize distinctions between current developments and historical situations in order to use their knowledge of the past to interpret the world in which they live.

7. To illuminate the nature of man by investigation into the personal historical accounts of famous men and women and to provide opportunities for students to identify with persons who changed the course of history.

8. To develop an awareness of the interdependence of people upon one another throughout history.

9. To develop the student's ability to deal with historic materials and to evaluate them as to validity, bias, etc.

10. To develop the student's ability to use the "scientific approach" as it applies to history by interpreting evidence, forming and testing hypotheses, drawing conclusions and making generalizations.

Special Goals of the Team Program

The special purposes listed below are not thought to be exclusive to the team project. Teachers not involved in team teaching would probably subscribe to these goals and work toward their attainment as well. However, the team program has been set up with the hope that when teachers work together, the possibility of realizing these goals will be improved.

1. To increase the effectiveness of the study of World History by:
   a. making greater allowances for a wide spectrum of learning styles, abilities, interests and needs.
   b. capitalizing on the combined resources of three teachers with different educational backgrounds, viewpoints, and personalities working together in planning and carrying out classroom activities.

2. To provide the students beginning their high school careers with a first year experience which will maximize their chances for success in social studies by:
   a. emphasizing the development of particular skills, concepts, and information that are relevant to the social studies curriculum.
   b. identifying for all students particular areas of strength and weakness and helping them to capitalize on their strengths and overcome their weaknesses.

3. To make better use of the physical facilities provided for social studies by:
   a. fully utilizing one of the open space instructional areas with frequent rearrangement of furnishings and re-grouping of students to meet a variety of purposes.
   b. including more options for the student which will involve better utilization of the special purpose facilities associated with the instructional materials center.

4. To make more efficient use of the teacher's time by:
   a. avoiding unnecessary duplication of effort in preparing and carrying out plans for the classroom.
   b. Using the gain in "free" time for such purposes as:
      1. providing more frequent assistance to students.
      2. planning and preparing new activities for class.
      3. identifying potentially useful resources for class use.

Course Materials

A wide variety of materials are used in the team program including films, filmstrips, slides, audio and video tapes, photos and art prints, as well as a variety of self-designed simulation and role playing activities. Reading materials include all of the following (AA = Above Average, A = Average, BA = Below Average):

Mazour and Peoples, Men and Nations. Harcourt, Brace and World. (All)

Scholastic World History Program, Scholastic Book Services (A, BA)
- The Rise of the West
- The Age of Europe

World History Program, Follett Publishing Company (BA)
- From Stone Age to Renaissance
- Democracy and Change to 1815
- Democracy, Nationalism, Imperialism to 1914

The Human Experience Program, Houghton Mifflin Company (AA)
- Human Origins
- The World of the Family
- Economics of Survival
- Rules, Rights, and Revolutions
- Cities Through Time
- The Scientific Spirit
- Communicating Across Time and Space
- The Artistic Imagination

The Human Adventure, Readings in World History (2 vols.), Harcourt, Brace and World. (A, AA)

Man and His Environment (From World History Through Inquiry), Rand McNally & Company (A, AA)

Panorama of the Past, Vol 1 (Ancient Times to 1815), Houghton Mifflin Company. (A, AA)

At the beginning of each unit of the course, students are provided with a list of assignments to be completed using the materials listed above. Also, a list of "optional" assignments is provided for each unit for students who want to improve their grades by doing "extra credit" work.

Outlines of each of the twelve units of the course are provided on the following pages. Under the "Class Schedules" for each unit, the following symbols are used to indicate the size of groupings for the activities listed:

- lg = large group (approx. 80-90 students)
- ½ lg = half large group (approx. 40-45 students)
- mg = median group (normal class size of approx. 25 students)
- sg = small group (approx. 3-8 students)
- I = individual

TEAM WORLD HISTORY, UNIT I
FROM PRIMITIVE TO COMPLEX SOCIETIES

Objectives

1. To understand the distinction between prehistory and history.
2. To understand the characteristics of the human species that make humans different from other animals.
3. To understand the characteristics of primitive hunting-gathering people of prehistoric times and the present.
4. To know the meaning of the Neolithic Revolution and its significance for human development.
5. To understand the role of the archeologist and anthropologist in studying human society.
6. To understand the meaning of "culture".
7. To understand the important distinctions between primitive and complex societies.
8. To know where and when the earliest civilizations developed and what these civilizations have in common.
9. To develop the skill of examining data, making inferences, drawing hypotheses and arriving at conclusions.
10. To develop a sense of the time and chronological sequence involved in human development toward civilization.
11. To begin to understand the relationship between culture and physical environment.

Class Schedule

Day 1-2: Analysis of an archeological site diagram. (sg)

Day 3: Follow-up to site map activity. Sharing inferences and hypotheses. (mg)

Day 4: Filmstrip on "Bushmen of the Kalahari." Testing hypotheses and discussion of Bushmen culture. (lg)

Day 5-6: Videotape on Bushmen with worksheet to be completed in class and finished as homework. (lg)

Day 7: Follow-up discussion on videotape. (mg)
1. Discussion of characteristics of primitive-hunting gathering societies in the past and today.
2. Discussion of impact of modern civilization on primitive people.

Day 8-9: Lecture on Prehistoric times. (mg)
1. Developing a sense of long periods of time involved in gradual process of human evolution.
2. Effect of the ice ages on human development.
3. Characteristics of paleolithic culture.
4. The Neolithic Revolution and characteristics of neolithic culture.
5. Development of civilization and general characteristics of civilization.

Day 10-11: Discussion of reading assignments in textbook and supplementary readings through assignment 1-5. (mg)

Day 12: Discussion of assignment 1-6 and review for the test. (mg)

Day 13: Test and vocabulary quiz.

Materials Needed

Archeological site diagrams.
Filmstrip on the Bushmen
Videotape on Bushmen
Worksheets for use with videotape.
Transparencies for lecture on prehistoric times.
Books:
- Men and Nations
- The Rise of the West (on reserve)
- Human Origins (on reserve)

Test and vocabulary quiz (arrange carrels for testing).
For extra credit assignments on reserve.
- 32 Problems in World History
- The Human Adventure, Vol. I
- Panorama of the Past, Vol. I
- Human Origins

TEAM WORLD HISTORY, UNIT II
CULTURE AND ENVIRONMENT

Objectives

1. To understand that the way of life in all human societies is influenced by the natural environment.
2. To understand that differences between cultures can often be explained in terms of differences in environment.
3. To understand that the natural environment is affected and altered by people.
4. To develop an awareness of the common characteristics shared by all early civilizations.
5. To recognize significant differences in the patterns of development in early civilizations, and to develop hypotheses to explain the differences.
6. To recognize ways in which our own culture today is influenced by environment.
7. To recognize environmental problems we face today because of our cultural patterns.
8. To develop and reinforce basic skills in reading and interpreting maps and geographical data.

Class Schedule

Day 1: General introduction to the unit. Begin self-designed map analysis activity to be finished for homework. (lg)

Day 2: Follow-up to map analysis. Introduce idea of effects of environment on culture with clear examples of each. (mg)

Day 3: Discuss assignment on pp. 18-21 (Men and Nations) emphasizing effect of natural environment on civilization in the Nile Valley. (mg)

Day 4: Discuss assginment on pp. 28-33 (Men and Nations) emphasizing major characteristics of Egyptian culture (govt., social class, religion, art and architecture) and how these relate to the environment. Pass out worksheet and explain assignment for Day 6. (mg)

Day 5: Filmstrip on the Incas. Discuss how different environments produced variations in patterns of culture in the Nile Valley and the Andes. (lg)

Day 6: Discuss worksheet on environment and culture of Egypt. Compare to the Incas. (mg)

Day 7-8: Mysteryland Activity from Man and His Environment, pp. 19-21. (Two teachers work with ½ lg. One teacher work with small group of students who may have special needs for further diagnosis of learning problems.)

Day 9-10: Division of the team as follows:
1. Two teachers with ½ lg to work outdoors on Day 9 in map-making activity. Finish activity in classroom on Day 10.
2. One teacher with ½ lg to work in classroom on contemporary issues of culture and environment (pollution, alteration of environment, resource depletion, etc.)

Day 11-12: Repeat above schedule with alternate groups.

Day 13: Review of the unit. (mg)

Day 14: Test and vocabulary quiz.

Materials Needed

Self-designed map analysis activities.

Worksheets on environment and culture.

Filmstrip on the Incas.

Directions for outdoor map-making activity with materials.

Books:

Men and Nations
Man and His Environment
The Rise of the West

Test and vocabulary quiz (arrange carrels for testing).

For extra credit assignments on reserve.
The Human Adventure, Vol. I
Panorama of the Past, Vol. I

TEAM WORLD HISTORY, UNIT III
TOTALITARIANISM AND DEMOCRACY (THE GREEKS)

Objectives

1. To understand the influence of geographic factors on the development of Greek culture.

2. To understand that, at the same time, there existed factors (e.g. language, common history, etc.) which tended to unify the Greeks and other factors (e.g. geography, tribal background) which tended to divide them.

3. To understand the concept of city-state as the method of Greek political organization.

4. Using Athens as an example, to understand the development of the basic concept of democracy.

5. To understand the contributions of "great men" in Greek heritage, such as Homer, Socrates, Plato, Aristotle, Pericles, etc.

6. Using Sparta as an example, to understand the basic compponents of totalitarianism.

7. To understand the fundamental differences between democracy and totalitarianism as methods of governing.

8. To understand the Persian Wars as a kety point in the development of Western Civilization.

9. To understand that the cooperation of Greek city-states in times of crisis relates to the beginning of the federal principle.

10. To understand the Hellenistic Age as a period of integration of culture between East and West.

11. To understand the meaning of "Western Civilization" as it relates to cultural development.

12. To understand the role of "historians" in history.

Class Schedule

Day 1: General Introduction of Unit. Begin work on map exercise sheet; to be completed for homework. (Stress homework due.) (lg/I)

Day 2: Discussion of map work. Pass out culture and environment sheet to be done in small groups. (mg/sg)

Day 3: Discuss geographic influences on the development of Greek culture. (mg or lg)

Day 4-5: Overview lecture on development of Greek Culture from the beginnings to the Persian Wars. (Highlights only) (lg or mg)

Day 6: Lecture and discussion: Athenian life in the Golden Age (Based on differentiated homework assignments on Athens for average and above average classes.) (mg)

Day 7: Lecture and Discussions: Sparta-A Way of life (Based on differentiated assignments on Sparta for average and above average classes.) (mg)

Day 8: Film: "The Age of Civil War" (from Time/Life Films) (lg)

Day9: Follow-up Discussion on Democracy and Totalitarian forms of government in Greece. (mg)

Day 10: Read in class "The Inalienable Rights of Man" in The Human Adventure, Vol. I., pp. 202-205. Construct a list of basic precepts of modern democracy. (mg)

Day 11: Read in class "Fascism in Action," in The Human Adventure Vol. II., pp. 142-145. Read also "Hitler's Theories," pp. 145-150. Construct a list of basic precepts of modern totalitariansim. (mg)

Day 12: Compare and contrast democratic and totalitarian states. (mg)

Day 13: Review of the unit. (mg)

Day 14: Test and Vocabulary Quiz

Materials Needed

Materials for map exercise.

Worksheet for environment and culture.

Film: The Age of Civil War (from Time/Life films)

Books:

Men and Nations
The Rise of the West
The Human Adventure, Vol. I and II
32 Problems in World History
From StoneAge to Renaissance (Lessons 7-9)

Test and vocabulary quiz (arrange carrels for testing)

For extra credit assignments on reserve.

The Human Adventure, Vol. I
32 Problems in World History

TEAM WORLD HISTORY, UNIT IV

CONFLICT AND CONFLICT RESOLUTION

Objectives

1. To understand the basic geographic factors which influenced Roman culture.
2. To understand how Roman ancestry and early history affected later development of Roman culture.
3. To understand that history can be studied as a series of conflicts and attempts to resolve those conflicts.
4. To understand that at any time there exist several possible methods to resolve any conflict.
5. To understand the evolution of plebian and patrician classes in Roman society and the conflicts between them.
6. To understand the effects of the Punic Wars on Roman development.
7. To understand the basic conflict between militarism and democracy after the Punic Wars.
8. To understand the model of republican government developed by the Romans.
9. To understand the development of law as an institution in Roman culture.
10. To understand the role played by Christianity in Roman history.
11. To understand the concept of "empire" as exhibited in the Roman experience.
12. To understand the many factors involved in the fall of the Roman Empire.

Class Schedule

Days 1-2: Introduction of the Unit. Lecture on early Roman history emphasizing geographic factors, influence of the Etruscans, characteristics of early Roman culture, etc. (lg)

Day 3: Discussion based on concept of Conflict and Conflict Resolution. Distribute "conflict analysis forms" to be used in connection with case studies of conflict. (mg)

Days 4-5: Follow-up discusson on case studies of conflict with groups sharing results of analyses and presenting to the class. (mg/sg)

Day 6: Lecture tracing changes in Roman government from the early republic, through the Punic Wars, and into the development of empire. Emphasis on what happened and why. (lg)

Day 7: Discuss changes in Roman society as the empire developed. (Relate to "Conqueror Learns from Conquered" in Rise of the West, pp. 157-160. (mg)

Day 8: Play the "Buckle Game" to introduce the idea of the necessity of law in society. (mg)

Day 9: Guest lecturer, Jack Schofield, on "Law Through History." (lg)

Day 10: Discuss Roman Law based on "Roman Law," pp. 58-61 in The Human Adventure, Vol. I (Av. sections) and "Roman Law and Christian Citizens" in 32 Problems, pp. 40-45. (mg)

Day 11: Work on exercise involving trends in Roman society during the period of empire (population, farming, military, etc.) to complete for homework. (mg,sg)

Day 12: Follow-up discussion on the Fall of Rome. (mg)

Day 13: Works with sheet of statistics on USA in the 1970s and relate to characteristics of the late Roman Empire. (mg,sg)

Day 14: Review of the unit.

Day 15: Test and vocabulary quiz. (Arrange carrels for testing)

Materials Needed

Transparencies for lectures.

Overhead projectors.

Conflict Analysis forms and associated materials.

Materials for Buckle Game

Sheets of Statistics on USA

Books:
- Men and Nations
- The Rise of the West
- 32 Problems in World History
- From Stone Age to Renaissance

Tests and vocabulary quizzes (alternate forms for special needs)

On reserve for extra credit assignments:
- Rules, Rights, and Revolutions
- Cities Through Time
- Panorama of the Past
- The Rise of the West

TEAM WORLD HISTORY, UNIT V

MIDDLE AGES

Objectives

1. To understand how and why the decline of the Roman Empire gave rise to the system of feudalism.
2. To understand how feudalism operated under a system of interpersonal relationships between vassals, lords and others.
3. To understand how feudalism served as a social, political and economic system.
4. To understand the operation of the manor system and how it affected medieval culture.
5. To appreciate the differences in the lives of the nobles and serfs.
6. To understand how and why warfare was conducted in the Middle Ages.
7. To comprehend the spiritual emphasis of the Middle Ages and how this affected medieval attitudes toward life.
8. To understand feudal systems of justice and compare them to our own.
9. To understand how the medieval church was organizaed and the important roles it played in society.
10. To recognize the important changes taking place in the late Middle Ages that led toward the Renaissance, including the growth of towns and trade, the rise of the middle class, the increase of education, etc.

Class Schedule

Day 1: Introductory lecture on how the decline of Rome led to the development of the feudal system. Overview of the Middle Ages unit in terms of what students will have to do, etc. (lg)

Day 2-5 Day 6-9 Day 10-13

Classes rotate for three blocks of four days each, with each block following the same pattern of organization but with different content. (mg, sg, I)

Block A: Feudalism and the manor system (4 days).
Block B: Militarism and Warfare (4 days).
Block C: Spiritualism and the Church (4 days).

Schedule for each block:
1st day - ½ period for lecture to explain basic elements of the topic. ½ period to explain to students what they must do and to begin work on independent tasks.
2nd & 3rd days - Full periods to work on independent tasks. Teachers available for help on individual basis.
4th day - ½ period flexible-students finishing tasks, others on extra credit assigns., teachers available for help. ½ period for a quiz on the topic.

Day 14: Film on Peasant's Revolt in England (Learning Corporation of America). (lg)

Day 15: Changes in the Late Middle Ages leading toward the Renaissance. (mg)

Day 16: Finish discussion on changes in the Late Middle Ages and review of the unit..

Day 17: Vocabulary quiz and quiz on changes in the late Middle Ages.

Materials Needed

Individualized task sheets for "Feudalism and the Manor System, "Militarism and Warfare," "Spiritualism and the Church."
Transparencies on the Middle Ages.
Filmstrip on the Middle Ages.
Filmstrip and Overhead Projectors for individualized tasks.
Quizzes on the three individualized tasks.
Vocabulary quiz.
End of the unit quiz on Changes of the Late Middle Ages (Av. and AA)
Men and Nations textbook.
From Stone Age to the Renaissance (Follett) and The Age of Europe (Scholastic) for below average students.
For extra credit assignments on reserve:
The Age of Europe
Cities Through Time
The Human Adventure, Vol. I
32 Problems in World History

TEAM WORLD HISTORY, UNIT VI

FAITH, REASON, EVIDENCE: THREE WAYS OF KNOWING

Objectives

1. To understand that it is basic to human nature to want the environment to be explained.
2. To understand three methods used by people to explain their environment and to be able to "know" something.
3. Using the Stonehenge site in England, to see how the three methods of faith, reason, and evidence have led to different conclusions about the "Mystery of Stonehenge."
4. Using the Scopes Trial in Tennessee, to see how faith, reason, and evidence were used in a courtroom debate on a controversial national issue.
5. To understand that it is possible to apply the three methods of knowing to any situation.

Class Schedule

Day 1: Introductory lecture on "Search for Knowledge." (lg)

Day 2: Videotape of segment from the play "Inherit the Wind" for 1/2 of period. (lg) Second 1/2 of period, students work in small groups to write out answers to a study guide for the play. (sg)

Day 3: Follow-up discussion on "Inherit the Wind," using study guides as basis for discussion. (mg)

Days 4-5: Videotape on "The Mystery of Stonehenge" with studyguide for for the students to complete. (lg)

Day 6: Follow-up discussion on the "Mystery of Stonehenge."

Day 7: Work with magazines in class on modern examples of faith, reason, evidence. Game activity. (sg)

Day 8: Test.

Materials Needed

Transparency for introductory lecture, "Search for Knowledge."
Videotape of "Inherit the Wind" with study guides.
Videotape of "Mystery of Stonehenge" with study guides.
The Human Adventure, Vol. I
Overhead projector.
Videotape deck and monitor.

Unit test (arrange library carrells for testing).

Materials on Reserve for extra credit assignments:

The Scientific Spirit
32 Problems in World History
Slide tape on "Human Values: Good and Evil, Part I" (Dept. Center)

TEAM WORLD HISTORY, UNIT VII

THE RENAISSANCE AND REFORMATION

Objectives

1. To understand the Renaissance as an essential part of the development of western civilization which links the heritage of our ancient past with the beginnings or our "modern" age.

2. To understand why the Renaissance took place when it did and how it relates to the important changes taking place in the late Middle Ages.

3. To understand how the geography of Europe influenced the development and spread of the Renaissance.

4. To understand the spirit of "humanism" as a force which makes the Renaissance and the modern era different from the past.

5. To recognize the beginnings of modern science in the age of the Renaissance.

6. To understand the Renaissance as a period which changed the spirit and direction of human ideas and attitudes.

7. To understand that the Renaissance movement cause significant social changes to occur.

8. To understand that the great acheivements of the Renaissance era are mainly the achievements of individuals, rather than by organizations or groups.

9. To understand the rise of Protestantism and reforms of the Medieval Church (the Reformation) as a movement which logically grew out of the Renaissance.

10. To understand the religious, social, political and economic bases of the Reformation.

11. To understand that the Reformation brought about changes in the political structure of Europe which greatly affected future development.

Class Schedule

Day 1-2: Introduction of the Renaissance based on EAV Filmstrip #1: "The Renaissance" and overhead transparencies from the Learning Center. (1g)

Day 3: Activities on Renaissance Art:

a. Lecture on Renaissance Art - System of patronage, innovations made by Renaissance artists in realism, perspective, details, etc. How all this relates to humanism and the spirit of the Renaissance.

b. Portfolios of art with tape recordings and study guides on Da Vinci and Michelangelo. (½ lg)

Day 4: Repeat Day 3 schedule with alternate groups. (½ lg)

Day 5: Work in class on worksheets on Renaissance individuals, achievements and significance. Also discuss assignment on Machiavelli. (mg)

Day 6: Work with examples of "Renaissance" people and developments in our own time -- the spirit of humanism today, etc. (mg)

Day 7: Work in class on worksheet based on pp. 63-64 in Workbook. (mg)

Day 8-9: Lecture on Martin Luther and the Reformation (based on filmstrip and transparencies from the Learning Center). (lg)

Day 10-11: Review homework assignment on Causes of the Reformation. (Differentiated for above average and average: 32 Problems, pp. 99-108 and Age of Europe, pp. 113-118.) Discuss the association of the Reformation to ideas of "Faith, Reason, and Evidence." Also discuss ultimate effects of Renaissance and Reformation on European society. (mg)

Day 12: Review of the unit. (mg)

Day 13: Test and vocabulary quiz. (Arrange carrells for testing)

Materials Needed

EAV Filmstrip no. 1, The Renaissance.
Filmstrip on the Reformation (from Learning Center)
Transparencies on Renaissance and Reformation (from Learning Center)
Portfolios of art with tape recordings on Michelangelo and Da Vinci
Variety of worksheets for activities.
Unit test and vocabulary quiz. (also for special needs group)
Books:
- Men and Nations
- The Age of Europe
- 32 Problems in World History
- From Stone Age to Renaissance

On Reserve for extra credit assignments:
- Panorama of the Past, Vol. I
- The Human Adventure, Vol. I.
- 32 Problems in World History
- The Age of Europe

TEAM WORLD HISTORY, UNIT VIII

EXPLORATION AND DISCOVERY

Objectives

1. To understand that the Age of Discovery was greatly influenced by the Renaissance and Reformation.
2. To understand that during the period of Exploration and Discovery, the concept of nationalism developed and the first nations were formed.
3. To understand the basic characteristics of nations.
4. To understand the basic reasons behind exploration and discovery.
5. To understand the role of trade in the early explorations.
6. To understand the concept of mercantilism and how it influenced the establishment of colonial empires.
7. To understand the concept of balance of trade.
8. To understand the basic problems that faced the early explorers.
9. To understand the changes in technology that occurred in this period to make exploration possible.
10. To understand the various methods that evolved to finance these exploratory ventures.
11. To understand that only particular areas of the world were affected by exploration and colonization.
12. To understand that the competition for colonies led to increased conflict between the emerging nations.
13. To understand the process of colonization from the point of view of benefits gained and problems caused.

Class Schedule

Days 1-2: Introduction. Relate developments of the Renaissance and Reformation to the desire to expand and colonize. (Rise of the middle class, humanism, technological advances, growth of national states, mercantilism, etc.) (lg)

Days 3-4: Map activity. Mapping of Room (p. 15 in Orienteering Book, Learning Center). Follow-up discussion stressing technical problems, importance of skills (e.g. navigation) and tools (e.g. telescope). Discuss Prince Henry's contribution to the era.(mg)

Days 5-6: Lecture on impact of exploration and discovery on Europe. With overhead transparencies, demonstrate changes in economic, social, and political structure that resulted partly from the discovery and colonization of overseas empires. (mg)

Day 7: Play Explorers Game simulating the experience of discovering and claiming unknown territory. (mg/sg)

Day 8: Work on worksheets for administration of empires built in the explorer's game. (mg/sg)

Day 9: Follow-up discussion based on results of Explorers Game and the worksheets on administration of empire. (mg)

Day 10-11: Discussion of Core Questions (mg)

Day 12: Filmstrip: Africa in Ferment (lg)

Day 13: Discussion relating filmstrip on Africa to:
a. The Age of Europe, pp. 164-168 (average groups)
b. Prob. No. 15 in 32 Problems in World History (Above av. groups)
Discuss: What problems does Europe create for Latin America? (mg)

Day 14: Review of the unit. (mg)

Day 15: Test and vocabulary quiz. (Arrange for library carrels)

Materials Needed

Materials for "mapping of room" activity.
Overhead transparencies - impact of exploration and discovery on Europe.
Materials for Explorers Game (map, overlay cards, transparencies, etc.)
Worksheets on Administration of Empire
Filmstrip: Africa in Ferment
Unit test and vocabulary quiz (alternates for below average group).
Books:
Men and Nations
The Age of Europe
32 Problems in World History
Follett World History Study lessons
On Reserve for extra credit assignments:
The Age of Europe

TEAM WORLD HISTORY, UNIT IX

ENLIGHTENMENT OF THE 18th CENTURY

Objectives

1. To understand that new ideas and ways of doing things that developed in the Englightenment still have a strong influence on the way we live today.
2. To understand that the new ideas developed during the enlightenment were based on the concept of "natural law".
3. To understand the importance of natural law as it applies to the economic ideas of laissez-faire. (competition, supply and demand, etc)
4. To understand how the idea of natural law was applied to political philosophy in the ideas of Locke, Rousseau, Jefferson and others.
5. To understand how natural law political ideas helped to bring about a constitutional monarchy in England and republican forms of government in the Americas.
6. To understand natural law theories of human behavior, esp. the influence of social environment on human personality and action.
7. To understand how the new religion of "deism" developed from ideas of natural law, and how deist ideas affected political, social and economic thought.
8. To understand how the idea of natural law continues to apply to various aspects of modern society.

Class Schedule

Days 1-2: Lecture on the idea of natural law and the influence it had on thought in the 18th century. (Demonstrate how scientific idea of natural law developed by Isaac Newton in 17th century was translated in the 18th century into natural law ideas for the social sciences.) (lg)

Days 3-7 Days 8-12 Days 13-17

Rotational schedule with three mini-units of five days each. Students rotate from one teacher to another each five days to study how ideas of natural law were developed in each of these areas:

a. Economic ideas (esp. Adam Smith's principles of laissez-faire).
b. Political ideas (esp. John Locke and the events surrounding the Glorious Revolution of 1688 in England).
c. Religious/psychological ideas (esp. the development of deism and the psychological ideas of John Locke as expressed in "Essay Concerning Human Understanding). (mg)

(quiz at end of each mini-unit)

Day 18: Lecture connecting ideas of the 18th Century Enlightenment with the American Revolution. (lg)

Day 19: Finish lecture. Vocabulary quiz for the unit.

Materials Needed

Overhead transparencies for introductory lecture and for rotational groups.

Case studies of Gene Lacey with worksheet and follow-up to case study.

Rules, Rights, and Revolutions

Men and Nations

Xerox copies of "Talking about Freedom" and "Action Project" from The Age of Europe, pp. 225-229.

Worksheets on Political Ideas - The Glorious Revolution, etc.

Materials for the Market Game (From kit for "Comparative Economic Systems--Holt, Rinehart, Winston)

Quizzes for each of three rotating topics.

Vocabulary quiz for the unit.

Separate materials, tests, etc. from Follett Program for below average.

On Reserve for extra credit assignments:

The Human Adventure, Vol. I
32 Problems in World History
Economics of Survival

TEAM WORLD HISTORY, UNIT X

INDUSTRIAL REVOLUTION

Objectives

1. To know where, when and why the Industrial Revolution began.
2. To understand the basic changes that came with the Agricultural Revolution.
3. To understand the relationship between the Agricultural Revolution and Industrial Revolution and how each supported the other.
4. To know major inventors and inventions that contributed to the Industrial and Agricultural Revolutions.
5. To appreciate the important changes that the Industrial Revolution brought about in the ways work is performed.
6. To understand that the Industrial Revolution brought both benefits and new problems to society.
7. To understand how and why labor unions developed and what labor unions do for workers.
8. To understand the basic differences between socialism and capitalism and why socialism developed during the Industrial Revolution.
9. To understand the ideas of Karl Marx and how "Communism" differs from early socialism.
10. To recognize that the Industrial Revolution is an on-going force that continues to affect our own lives and the lives of people around the world.

Class Schedule

Days 1-4 : Beginnings of the Industrial Revolution. (mg, I)

a. Half period lecture on "the beginnings" and begin work on individualized tasks on first day.
b. On 2nd and 3rd days devote entire period to individualized tasks with teachers available for assistance.
c. Half period on 4th day for students to finish up on individual tasks, ask questions, work on extra credit assignments, etc. Second half of period for quiz on tasks.

Days 5-8: Same schedule as above on topic of "Social Changes Brought About by the Industrial Revolution." (mg, I)

Days 9-12: Same schedule as above on topic of "Socialism and Reform." (mg, I)

Day 13: Film on "Working in Rural New England" (Old Sturbridge Village World of Work Project). (lg)

Day 14-15: Follow-up discussion on film and general review of the unit. (mg)

Day 16: Vocabulary Quiz and "Follow-up Quiz" based on film and end-of-unit discussion. (Vocabulary quiz based on lists of terms on individual task sheets.)

Materials Needed

Individual Task Sheets on "Beginning of the Industrial Revolution," "Social Changes," and "Socialism and Reform."

Follow-up quizzes for each of the above task sheets.

Filmstrip on the Industrial Revolution.

Film "Working in Rural New England" from Old Sturbridge Village.

End of unit vocabulary quiz and follow-up quiz.

Overhead transparencies on Industrial Revolution.

Overhead projectors and filmstrip projectors for student use on individual tasks.

Men and Nations Textbook.

Alternate assignments, quizzes for below average students.

On Reserve for extra credit assignments:

The Human Adventure, Vol. II

32 Problems in World History

Economics of Survival

TEAM WORLD HISTORY, UNIT XI

POST-INDUSTRIAL CHANGE

Objectives

NOTE: This unit selects three significant developments in the era following the Industrial Revolution for examination. Each of these developments is wholly or largely a result of the Industrial Revolution. The three developments are: The Growth of Democratic Institutions, the Growth of the "New Imperialism," and the Development of Automation.

I. On Growth of Democratic Institutions:
1. To understand that the Industrial Revolution produced a more flexible social situation in which democratic institutions could develop.
2. To understand how and why political parties developed in a framework of representative government. (Britain as case study.)
3. To understand that, while the forms of government vary, the idea of "representative government" has spread to most areas of the world.

II. On Growth of the New Imperialism:
1. To understand why the Industrial Revolution led to a new wave of imperialism in which industrial countries dominated large overseas territories, especially in Africa and Asia.
2. To understand the motives for the "new imperialism".
3. To understand how imperialism affected the overseas colonies economically, socially, and politically.

III. On Automation:
1. To understand the distinction between "mechanization" and "automation."
2. To understand the relationship between the development of automation and the "profit motive" or "capitalist incentive."
3. To understand how automation has created new possibilities and new problems for the worker and society.

Class Schedule

Day 1-5 Day 6-10 Day 11-15

Three five-day mini-units with students rotating from one teacher to another. Schedule for the three topics as follows:

On Growth of Democracy - Five days (mg):
1st day - Lecture on how the Industrial Revolution relates to the growth of democracy.
2nd day - In c lass have group read pp. 508-509 in Men and Nations. Discuss distinction between "direct" and "representative" democracy and make list of ideals or principles of democracy.

3rd day - Begin discussion of development of democracy in Great Britain and tie in with 1st day lecture.
4th day - Finish discussion of development of democracy in Great Britain.
5th day - Discuss spread of idea of representative government to other areas of world (1/2 period). Remaining half period for quiz on five days of work, including vocabulary. (In discussion note that even undemocratic countries today, such as China and Russia, have constitutions, voting, congresses, premiers, etc.)

On New Imperialism - Five days (mg)
1st day - Have students read in class pp. 528-529. Discuss distinctions between "old" and "new" imperialism.
2nd day - Discuss assignment on motives for imperialism (pp. 529-532 in Men and Nations).
3rd day - Use transparencies on "European Imperialism in Africa" (Encyclopedia Britannica). Discuss gap between theory and reality in European imperialism with students, as much as possible, interpreting the information presented in maps and graphs.
4th day - Lecture and discussion on how imperialism affected Africa and Asia noting the differences in the pattern and impact of imperialism in the two areas.
5th day - Half period for review and follow-up discussion. Half period for quiz, including vocabulary.

On Automation - Five days (mg)
1st day - Simulation activity (Investigation #4 in Economics of Survival, p. 61) to demonstrate effects of division of labor on the assembly line.
2nd day - Read in class "Down on the Farm" from Automation and Its Challenge," pp. 10-12. Discuss differences between "mechanization" and "automation."
3rd day - Construct a list of problems and possibilities for workers and society (Using reading #5, "Mechanical Education" pp. 24-29 and #9 "Mass Reproduction" pp. 46-47 in Automation and Its Challenge).
4th day - Read and discuss #13, "Coal Dust" (pp. 68-70) and #15, "Automation and the Work Force" (pp. 77-78) in Economics of Survival.
5th day - Half day to wind up discussion and work with the idea of technology producing unanticipated change. Half period for follow-up quiz including vocabulary.

Materials Needed

Set of transparencies on "European Imperialism in Africa" (Enc. Brit.)
Materials for simulation activity (Investigation #4, Economics of Survival)
Men and Nations
Automation and Its Challenge
Economics of Survival
Follow-up quizzes including vocabulary.
On Reserve for Extra Credit:
The Human Adventure, Vol. II
The Scientific Spirit

TEAM WORLD HISTORY, UNIT XII

NATIONALISM AND INTERNATIONALISM

Objectives

1. To understand the concepts of "nation" and "nationalism."
2. To understand the characteristics which aid in developing a sense of nation.
3. To understand why the first nations developed in Western Europe and why the idea of nations spread from there to other parts of the world.
4. To understand how the growth of nations has affected warfare and military development.
5. Using the Soviet Union as a case study, to understand the forces within a country that work for and against the development of a nation.
6. To understand the concept of internationalism.
7. To understand the factors which emerged in the 20th century to encourage a growth of internationalism.
8. To understand the basic organization, structure, and purpose of the United Nations.
9. To understand that while the United Nations has had successes as measured by its accomplishments, it also has and continues to face problems which threaten its existence.
10. To appreciate the contrasts between the old nations and the new nations that have emerged since World War II.

Class Schedule

Days 1-2: Introductory lecture on Nationalism. Explain set-up of the unit, requirements for students, etc. Hand out materials on "Atlantia" and explain the assignment to be done for Day 3. (mg)

Day 3: Discuss outcomes on Atlantia Map Assignment. (Activity in which students divide up a mythical continent into 3-6 nations capable of living in peace.) (mg)

Day 4-5: Divide team classes in half for two-day activities. (1/2 lg)
a. Half of classes work on case study of the Soviet Union emphasiz- economic forces in nationalism.
b. Half of classes play simulation game "Crisis in 1992" (From AEP Series) to simulate problems of modern warfare and nationalism.

Days 5-6: Same as Days 4-5, but with alternate groups. (1/2 lg)

Day 8: Work in class on worksheet on the United Nations (Chap. 37 in Men and Nations). (I)

Day 9: Lecture on internationalism. (mg)

Day 10: Filmstrip on the United Nations. (lg)

Day 11: Review of the unit. (mg)

Day 12: Unit Test and vocabulary quiz. (Arrange library carrells).

Materials Needed

Materials for the Atlantia activity with transparency for follow-up.

AEP Booklets on Internationalism for simulation game simulating a crisis in Latin America in 1992.

Worksheets on Chap. 37 in Men and Nations.

Transparencies for lectures on United Nations.

Filmstrip on the United Nations.

Men and Nations textbook.

Filmstrip projector and overhead projectors.

Unit tests and vocabulary quizzes (alternates for below average classes).

On Reserve for extra credit assignments:

Living American Documents
The Human Adventure, Vol. II
32 Problems in World History

Team World History

OPTIONAL ASSIGNMENTS FOR EXTRA CREDIT

The following assignments are provided to give you an opportunity to improve your grade. You can gain up to a maximum of six points on your report card grade for any marking period by doing a few of these projects. Each assignment is worth one or two points added to your marking period grade, providing the assignment is done completely and done well. Extra credit assignments will not be accepted during the last week of any marking period.

Books for most of these assignments are located in the "history reserve section" of the library and may be used during a study period or checked out overnight. Books taken overnight must be returned by Period A in the morning.

If the assignments listed do not suit your interests, you always have the option of designing your own assignment. If you decide to do this, the project must be approved by your teacher in advance. These do not have to be written assignments; they may take the form of pictures or cartoons, a collage, a model, etc. All extra credit assignments done must relate directly to the current unit being worked on in class.

For Unit I: From Primitive to Complex Society

1. Read one of the following selections from Chapter 3 in Human Origins and write answers to the questions under "Developing Ideas" found at the end of each section. (2 pts. each)
   a. "The Peking Man," pp. 48-52.
   b. "Two Giant Teeth a t Olduvai," pp. 53-57.
   c. "The Mammoth Hunters," pp. 58-64.
2. Read "The Remains of Prehistoric Man" in The Human Adventure, Vol. I., pp. 2-6. Made up a list of six good questions and answers that you think a teacher might use to check a student's understanding of this reading. (2 pts.)
3. Read "The Importance of the Neolithic Revolution," in 32 Problems in World History, pp. 15-21. Write answers to the four questions found in the introduction on p. 15. (2 pts.)
4. Make arrangements with your teacher and with the Media Center to view one of the following filmstrips on your own or in a small group. Take notes on what you see and turn them in to your teacher. (1 pt. each)
   a. Life Filmstrip no. 234 - "Stone Age People of Today"
   b. Life Filmstrip no. 235 - "Neolithic Folk Today"
5. Go to the library and find an article in a book or magazine that fits in with the topic of this unit. Write a summary of the article in at least 200 words. Be sure to indicate the exact source: author, title of article, title of magazine or book, date of magazine, pages. (1-2 pts. depending on article)
6. In The Panorama of the Past, Vol. I, read both of the following readings and answer the questions. (2 pts.)
   No. 1 - Archeologists Uncover the Past, pp. 3-8.
   No. 4 - The Measurement of Time, pp. 13-16.
   Questions:
   1. How does reading no. 4 relate to reading no. 1?
   2. What are five inferences that can be made about the civilization that existed at Ur?

For Unit II: Culture and Environment

1. From your Men and Nations textbook, choose one of the civilizations described in Chap. 3, "Many Different Peoples Ruled the Fertile Crescent." Write a summary of that civilization's contributions to the progress of mankind. (1 pt.)

2. Read in The Rise of the West the selection entitled "Building Pyramids," pp. 65-67. Draw a set of sketches or cartoons showing how the pyramids were built. (1 pt.)

3. In The Human Adventure, Vol. I, do one of the following:
   a. Read "An Egyptian Vizier Instructs His Son," pp. 11-13 and summarize in your own words the advice given to the son. (1 pt.)
   b. Read "Dress and Sports in Ancient Egypt," pp. 16-18 and write on the similarities and differences you notice between Egyptian civilization and our own society today. (1 pt.)

4. In Panorama of the Past, Vol. I, do one of the following:
   a. Read "The Agony of Slaves in Ancient Egypt," pp. 23-24. In your own words, write a description of the Egyptian system of slavery.
   b. Read "Ancient Egyptian Embalmers Prepare Body," pp. 25-26. Write answers to the following questions:
      1. Why did the Egyptians take such great care in preparing the dead? (1 pt.)
      2. Do you think that our society today has changed very much from the ancient Egyptians in terms of caring for the dead? Explain your answer. (1 pt.)

5. Write a report of about 3-4 pages on one major environmental problem we have today showing how the problem is caused by our culture or way of life. (2 pts.)

For Unit III: Totalitarianism and Democracy (The Greeks)

1. Arrange to view one of the following filmstrips with your teacher and the Media Center. Take notes on what you see and turn them in to your teacher. (1 pt.)
   a. Greece (in Patterns of Civilization: Lessons from the Past)
   b. Olympic Greece and War
   c. Alexander: Man of God
   d. Plato: Father of Philosophy

2. In The Human Adventure, Vol. I, read one of the following and write a 1-2 page summary. (1 pt. each)
   a. "The Defense and Execution of Socrates," pp. 42-44.
   b. "The Political Ideals of Aristotle," pp. 48-50.
   c. "Alexander Calls for Harmony and Fellowship," pp. 51-54.

3. Read in 32 Problems in World History Problem No. 3, "Athenian Democracy: Pericles Funeral Oration," pp. 27-33. Answer all of the questions completely that are at the beginning of the reading. (2 pts.)

Optional Assigns., cont.

For Unit IV: Conflict and Conflict Resolution (Roman Empire)

1. Draw a series of five cartoons, each one representing a factor in the fall of the Roman Empire. (1 pt.)
2. Examine the maps of Greece and Italy. Write a list of comparisons of the major similarities and differences in their geography. (1 pt.)
3. Using your textbook, find information on the status and role of women in ancient Egypt, Greece, and Rome. Write a comparison of the role of women in the three societies. (1 pt.)
4. In Rules, Rights, and Revolutions read "The Ides of March," pp. 38-44. Write answers to the seven questions under "Developing Ideas," p. 44. (2 pts.)
5. In Cities Through Time read "A Day in Old Rome," pp. 29-32. Write answers to the four questions under "Developing Ideas," p. 32. (2 pts.)
6. In 32 Problems in World History read Problem No. 5, "Roman Law and Christian Citizens," pp. 40-45. Write answers to the quotations in the introduction on p. 41. (2 pts.)
7. In The Rise of the West do one of the following:
   a. Read "A Father's Choice," pp. 147-150 and do the "Action Project" on p. 151. (1 pt.)
   b. Read "Hannibal Against Rome," pp. 152-155 and do the "Action Project" on p. 156. (1 pt.)
   c. Read "Caesar: Three Views," pp. 162-166 and do the "Action Project" on p. 166. (1 pt.)
   d. Read "The First Emperor," pp. 172-174 and do the "Action Project" on p. 175. (1 pt.)
   e. Read "The Roman Peace," pp. 176-178 and do the "Action Project" on p. 179. (1 pt.)
   f. Read "The Young Jesus," pp. 180-184 and do the "Action Project" on p. 185. (1 pt.)
   g. Read "A Challenge to the Emperors," pp. 186-188 and do the "Action Project" on p. 189. (1 pt.)
   h. Read "The Enemy Outside," pp. 190-192 and do the "Action Project" on p. 193. (1 pt.)
   i. Read the "City of Constantine" pp. 194-197 and do the "Action Project" on p. 198 and explain your answers. (1 pt.)
   j. Read "The Fall of Rome," pp. 199-201 and do the "Action Project" on p. 202. (1 pt.)
8. In Panorama of the Past, Vol. I, read one of the following and and write a 1-2 page summary of what you read.
   #4 -"Tiberius Gracchus Champions Cause of Downtrodden Farmers," pp. 30-32. (1 pt.)
   #5-6"Seneca Condemns Gladiatorial Brutality," pp. 32-33 and "Early Christians Suffer Martyrdom," pp. 33-34. (1 pt.)
   #7-8 "Edward Gibbon Describes the Extent of Roman Commerce"and "Barbarians as Seen Trhough Roman Eyes," pp. 35-38. (1 pt.)

Optional assigns., cont.

For Unit V: The Middle Ages

1. In The Age of Europe do one of the following: (1 pt. each)
   a. Read "The Great Emperor," pp. 25-27. Write a short summary of how and why Charlemagne became emperor and do the "Action Project" on p. 28.
   b. Read "Lords and Masters," pp. 29-32. Write a list of the things Bodo was unhappy about. Eplain each item on your list briefly. Then explain briefly the arguments used by the lord to convince Bodo that his life was not really so bad.
   c. Read "Going to Towns," pp. 34-38. Write answers to the following:
      1. Describe a medieval cathedral.
      2. Describe a town of the Middle Ages in terms of both its good and bad characteristics.
   d. Read "The Gentle Servant," pp. 40-43. Write answers to the following:
      1. Francis of Assissi was put on trial for stealing. Do you think that what Francis did was right or wrong? Explain.
      2. Francis of Assissi later became "Saint Francis." Why do you think the Church declared him a saint, which means an especially holy person who is close to God?
   e. Read "Code of Honor," pp. 45-48. Write answers to the following:
      1. According to the code of Chivalry, what was a knight supposed to be like?
      2. After reading the story, do you think Erec was a good knight according to the code of chivalry? Explain why.
2. In Cities Through Time read "Medieval Cities," pp. 33-40. Write answers to the questions under "Developing Ideas," p. 40. (2 pts.)
3. In The Human Adventure, Vol. I, do one of the following:
   a. Read "Feudal Society" (medieval castle, chivalry, and Knight in Battle), pp. 102-107. Write answers to the following: (2pts.)
      1. Was life in a castle a "life of luxury"? Explain.
      2. What were four of the important "virtues" of a knight according to the code of chivalry?
      3. In medieval warfare, which was most important--courage or skilland experience? Explain.
   b. Read "The Life of a Peasant," pp. 107-112. Make a list of six major similarities and six major differences you think there would be in the life of a peasant farmer in the Middle Ages and a farmer of today. (2 pts.)
   c. Read "The Excommunication of Three Assassins" and "Justice by Ordeal," pp. 112-115. Write answers to the following. (1 pt)
      1. Why do you think the Church had so much to do in the Middle Ages with trying and punishing criminals?
      2. In what way was being tried for a crime like being punished for a crime?
      3. Read "St. Benedict's Rules for Monastic Life," pp. 115-118. Make a list of the main rules you would have to live by if you became a Benedictine Monk.

Optional assigns., cont.

4. Read "The Regulation of a Craft Guild," pp. 124-126. Based on this reading, summarize in your own words what a craftsman would get out of being a member of a guild. (1 pt)

4. In 32 Problems of World History read "The Medieval Cathedral in its Cultural Setting," pp. 56-61. Answer the four questions found at the beginning of the reading on p. 56. (2 pts.)

For Unit VI: Faith, Reason, and Evidence: Three Ways of Knowing.

1. Arrange with one of the teachers and the media center to view and listen to the slide tape "Human Values: Good & Evil, Part I". Take notes on what you see and hear and turn these in to your teacher. (2 pts.)

2. Go to the library and findan article in a magazine or book that relates to this unit. Write a summary of the article in at least 200 words. Be sure to indicate the exact source: author, title of article, title of book or magazine, date of magazine, pages, etc. (2 pts.)

3. Read one or more of the following sections of The Scientific Spirit and complete the assigned work. (2 pts. each)
   #7 - "An Ancient Greek Computer". Do the questions under "Developing Ideas" on p. 22.
   #8 - "Riches from the Entrails of the Earth." Do the questions under "Developing Ideas" on p. 25.
   #9 - "To Behold the Body of the Moon." Do the questions under "Developing Ideas" on p. 29.
   #10- "Galileo Galilei." Write a 200 word essay on "New Ideas" and relate them to the 20th century.

4. Read one of the following in 32 Problems in World History and answer all of the questions completely found in the introduction at the beginning of each reading. (2 pts. each)
   a. Problem 8: "Mohammed as a Man of His Time" pp. 62-68.
   b. Problem 9: "A Hindu View of Life" pp. 69-74.
   c. Problem 10: "Confucius on Good Government," pp. 75-80.

5. Write an essay (about 200 words) in which you describe a religion that you feel would be acceptable to a majority of 20th century societies. (1 pt.)

For Unit VII: The Renaissance and Reformation

1. In Panorama of the Past, Vol. I, Read "Vasco da Gama Reaches India," pp. 61-63, and do the following. (1 pt.)
   a. Draw an outline map of Vasco da Gama's route.
   b. Describe the new ideas and new goods that were introduced to Europe.

2. In The Human Adventure, Vol. I , Read "DaVinci's Advice to Aspiring Artists," pp. 167-168, and do the following. (1 pt.) Describe the effect that humanist philosophy had on DaVinci's advice to artists. (1 pt.)

3. In 32 Problems in World History read "Causes of the Reformation," pp. 99-108 and fully answer the questions found at the beginning of the reading on p. 99. (2 pts.)

Optional assigns., cont.

4. Based on sources other than your textbook, write in your own words a 2-3 page biography of one of the Renaissance people we have discussed in class. Be sure to indicate your sources of information (book, author, pages, etc.). (2 pts.)
5. In The Age of Europe read "Ninety-five Theses," pp. 119-123 and complete the "Action Project" on p. 124. (1 pt.)

For Unit VIII: Exploration and Discovery

1. Read any one of the following selections in The Age of Europe and complete the Action Project at the end of the selection.
   a. "Admiral of the Ocean Sea," pp. 152-157. (1 pt.)
   b. "Three Sailors," pp. 158-163. (1 pt.)
   c. "Silent Man," pp. 164-169. (1 pt.)
2. Complete one of the following projects to be put up in the classroom. (2 pts. each)
   a. Construct a time line showing the major events of the period of exploration and discovery.
   b. Draw a map indicating the colonial empires of Britain, Spain, France, Holland, Portugal. Indicate the method of administration and what the colonies provide for the mother country.

For Unit IX: Enlightenment of the 18th Century

1. Read one of the following in The Human Adventure, vol. I, and write a 1-2 page summary in your own words. (1 pt. each)
   a. "The Inalienable Rights of Man," pp. 202-205.
   b. "Voltaire, Critic of Society," pp. 206-207.
   c. "The Sovereignty of the People," pp. 208-210.
2. Clip an article from a newspaper or magazine which you think applies to the ideas of the 18th Century Enlightenment. Attach to the article a sheet of paper on which you explain how the article applies. (1 pt.)
3. Read one of the following in 32 Problems in World History and answer the questions at the beginning of the reading. (2 pts. each)
   Problem 17: Locke and Rousseau and the Social Contract.
   Problem 18: A Comparison of the American and French Revolutions
4. In Economics of Survival do one of the following.
   a. Read "Parson Malthus and the Dismal Theorem," pp. 47-51 and write answers to the seven questions under "Developing Ideas," p. 51. (2 pts.)
   b. Read "Adam Smith: The Division of Labor," pp. 56-60. Write answers to all the questions under "Developing Ideas," p. 60. (2 pts.)

For Unit X: Industrial Revolution

1. In The Human Adventure, Vol. II, do one of the following:
   a. Read "Child Labor in the Factories," pp. 3-6. Write a 1-2 page summary describing the typical conditions under which children worked in the factories. (1 pt.)
   b. Read "The Liverpool-Manchester Railway," pp. 6-8. Based on information in this reading, write about 1-2 pages telling how you would expect the railroads to have both good and bad effects on people's lives. (1 pt.)

Optional assigns., cont.

2. In 32 Problems in World History read "Exploding Some Myths About the Industrial Revolution," pp. 146-154. Write complete answers to the three questions at the beginning of the reading on pp. 146-147. (2 pts.)
3. In Economics of Survival read "Henry Ford Builds the Model T," pp. 62-67. Write answers to all the questions under "Developing Ideas," p. 67. (2 pts.)

For Unit XI: Post-Industrial Change (Democracy, Imperialism, Automation)

1. In The Human Adventure, Vol. II, do one of the following:
   a. Read "Improvement in the Condition of the British Working Class," pp. 22-25. Write a 1-2 page summary of the important improvements described in the reading. (1 pt.)
   b. Read "The Modernization of Japan," pp. 102-104. Write a 1-2 page summary of ways in which Japan was affected by Western Civilization. (1 pt.)
   c. Read "The Destruction of Human Life in the Congo," pp. 107-109. Write a 1-2 page summary of the effects of imperialism on natives of the Congo. (1 pt.)
2. In The Scientific Spirit read "The Scientific Trajectory," pp. 56-62 and write answers to the following questions. (2 pts.)
   1. According to the author, what is "good" and what is "bad" about the super-industrial revolution?
   2. What uses might be made of the sea in the future? What big problems would technology have to overcome to make the oceans a "new frontier"?
   3. What are some future possibilities for the human body?
   4. What are some possibilities for the future in the field of robots, cyborgs, and humanoids?
   5. On the basis of this reading, do you look upon the future as "promising" or "scary"? Explain.

For Unit XII: Nationalism and Internationalism.

1. In Living American Documents, read point No. XIV from "Wilson's Fourteen Points," pp. 266-267. In your own words, write a one page summary of what Point XIV says. (1 pt.)
2. In The Human Adventure, Vol. II, read "The Formation of a New International Organization." Summarize the reading in two pages. (2 pts.)
3. In 32 Problems in World History, Read Problem 27, "The Failure of the League of Nations," pp. 195-202. Write a two page summary of the reading in your own words. (2 pts.)